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Twice a Month for Better Schools

DECEMBER 2, 1935

PORTLAND, Oregon

By Supt. CHARLES A. RICE

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The Editors Say...

We are happy to present Portland, Oregon, in our series of Representative School Systems. Superintendent Rice gives a specially vivid picture and adds a pardonable puff for Portland itself—which, by the way, is to be the mecca for educational pilgrims next summer, for the N. E. A. will meet there late in June when Portland's roses will provide an atmosphere and a welcome.

•

Home study almost gets a symposium in this issue, with Superintendent Dempsey's article in favor of it and two letters in the Round Table calling for a reduction and regulation of that much mooted infliction—or is it benediction? Read and decide. You may be of the same opinion still.

•

Sh-h! A Confession

One of our editorial aims is: **To prove that education can be made as interesting as your daily newspaper or a game of golf.** If we're proving this, it's because some of you are helping. For which, thanks. But don't tell any one about this confession who would not understand!

•

Treasure Hunt

This is recess. Somewhere in the advertisements in this issue is a series of four words which became scrambled into this:—

adultsceneryforpihea

Unscramble the words and locate the advertisement in which they appear. If yours is the first correct answer to be mailed from your state to Journal of Education Treasure Hunt, Six Park Street, Boston, you will be entitled to a four months' subscription to this magazine—for yourself if you have not earned one of these prizes this fall; otherwise for a friend.

Your answer must be mailed not later than December 23 to be in the running at all.

Answer to November 4 T. H. is Illustrative Examples, page 468. (We apologize for saying "three words" when there were only two.)

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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REPRESENTATIVE SCHOOL SYSTEMS

Portland, Oregon

By CHARLES A. RICE

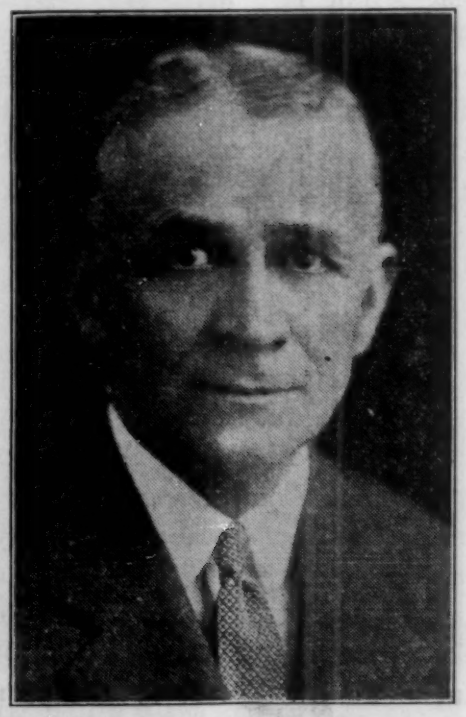
Superintendent

NO metropolitan school system in modern America can lay claim to features and excellences that cannot be found elsewhere. To do so, would be to overlook the standardizing influence of teachers' colleges, conventions, and publications—or the pressure of a constantly moving population that re-creates in all parts of our country the educational demands and aspirations of every other.

Not that every school system is exactly like every other. That cannot be, because a school system is a living organism with its roots deep in the soil of local history and its rate of growth and extent proportionate to the financial nourishment it has received. But in its curriculum, its ideals, its devotion to child welfare, in its pride of achievement and very often in the wide variety of its educational service, most of the great school systems of America are distinctly similar.

The schools of Portland, Oregon, form one of these characteristic educational systems of America—housed for the most part in permanent buildings of great beauty and ultra-modern utility, staffed by 1,700 teachers whose educational qualifications are on the highest standard, serviced by every auxiliary agency that children and teachers need to make school work effective. And permeating it all, is a spirit of public service that has grown up in every branch of the system, extending beyond the schools themselves to the parent-teacher associations and other semi-public organizations. That spirit is evidenced in countless ways, in every contact with the child and his parents, with fellow teachers, with the administration, with the other institutions of the community.

Our Portland teachers have thronged the classes of summer schools and the extension departments of our state universities. Many of them have achieved advanced degrees. Many more have taken special work solely for their own satisfaction and their own improvement in classroom technique. Throughout the school year, every available meeting place in the Administration Building is filled with committees engaged in research, curricular revision, or the study of suggested improvements for some portion of the system. Many of these groups have additional meetings outside of school hours and buildings in order to continue their work.



SUPT. CHARLES A. RICE

The membership of our teaching staff in the standard educational associations of city, state, and nation is almost 100 per cent. The result is a professional spirit which makes for an alert, cohesive, forward-looking staff. Those who are planning to come to Portland for the 1936 convention of the National Education Association will sense this attitude of progressiveness and warmth at their first contact.

Platoon Organization

The most distinctive feature of the elementary division of the Portland school system is its organization on the platoon plan. This is true not merely of a school here and there, or one in which an extra-large enrollment makes it necessary to utilize the school plant to the maximum degree. With the exception of a few very small buildings, every elementary school in Portland is programmed on the platoon plan —and for sound educational reasons.

To our way of thinking, the

platoon type of organization provides a better set-up for the realization of the administrative objectives of education than any other. What are the indispensable needs of any school system? A progressive philosophy, adequate teaching ability, homogeneous grouping of pupils, proper selection and arrangement of curricular material, and such attention to the physical environment as to insure the maximum health and comfort of everybody concerned. We find these objectives easier to attain through the enriched curriculum and the specialized instruction inherent in the platoon school organization.

•

Other types of administrative organization may enjoy the advantages of a progressive educational philosophy or a homogeneous grouping of pupils or a flexible and rich curriculum or a hygienic school building. But it is quite difficult for any but the platoon type to provide adequate teaching ability for all the varied subjects of the curriculum without going to elaborate expense. We cannot expect the average teacher to be a drill-master, a musician, a graphic artist, a dramatic coach, a gymnasium and play leader, as well as a practical psychologist, a sound disciplinarian, and a person capable of teaching the basic Three R's.

The platoon system found in our Portland schools attempts to provide expert teaching ability for all the subjects in the curriculum—at a cost not greater than that found in any traditional set-up. Music is taught in each of our schools by a person specially trained in that art and enthusiastically active in furthering its cause. The same is true in the fields of physical education, health, auditorium, nature study, graphic art, and library. No subject in a platoon school is neglected just because the teacher of that classroom is, through wrong temperament or lack of

SKETCHING FROM LIFE IN LINCOLN HIGH SCHOOL

training, unable to teach it properly.

•

Such a condition makes it possible to develop a greatly enriched curriculum with more than a fair assurance that much of it will reach the child. Our work in nature study may be cited as an illustration. The average city teacher knows so little about natural science, that she becomes as much a follower of the textbook as her pupils must be. How can such a teacher—and her name is legion—be expected to make an educational instrument out of the nature study portion of the curriculum? And even if she were able and had the desire, how could she assemble in the traditional room the specimens and other material necessary to teach it properly, without neglecting some of the other subjects she is expected to teach? The result is what might be expected. The average child in a city school gets his nature study either in small doses from a book or not at all. He grows up a typical city child to whom the pages of nature will forever remain a closed book.

•

What is true of nature study in the Portland schools is equally true of the other special subjects —music, art, public speaking, and others. For example, every building has its own music teacher and its own music room. That insures to the subject of music its own place in the sun. The multiplication of courses in the modern curriculum has made it imperative to limit the time allotment for some of the subjects taught in the elementary school and music is one of them —but the specialist in the music room gets the maximum value out of what time is allotted. The development of innumerable bands and orchestras or the staging of elaborate pageants and operettas in every platoon school is adequate proof.

The famous Portland Junior Symphony Orchestra, which has played over national networks on several occasions, started in one of our elementary schools. It now has become an independent organization using for the most part the students yet in our schools, but operating under its own board of directors, raising its own budget and functioning in the community just as any other full-grown symphony orchestra would do. It has a complete symphonic instrumentation, its own special conductor and manager and a regularly publicized series of concerts, both children's and adults'. Similar developments have taken place in other branches of the school system.

The Nine High Schools

In addition to the 48 platoon, 17 traditional and 10 special schools, Portland boasts six academic and three technical high schools. Every one of these schools is modern to the last

degree—plant, equipment, varied curricula, teaching qualifications and standards, student organizations and activities, athletic fields and teams. Several of them enjoy a campus of more than ten acres.

•

The academic high schools offer instruction in every subject, with the possible exception of Greek, to be found in any other secondary school of the same type elsewhere in the United States. The success of their graduates in all the colleges of America testifies to the skill of that instruction.

While our academic high schools offer some training in industrial and commercial arts, real vocational education is concentrated in our three technical high schools, the Benson Polytechnic High School for boys, the Girls' Polytechnic High School, and the High School of Commerce. Here an effort is made to prepare youth either for admission to some technical college or for entrance to apprenticeship in commerce or industry.

•

We take pride in the achievements of our schools. It would be difficult indeed to point out the highlights without appearing boastful, and yet how can one describe any school system without stressing its highlights? In our Benson Polytechnic High School, for instance, we print a weekly newspaper that has won national honors not once but several times. The school owns its own radio broadcasting station, KBPS, which it uses for educational and civic purposes. This station was paid for and for the most part built by the student body.

Nor are the other technical or academic high schools any less energetic. At Grant High School the student body raised thousands of dollars to pay for mural decorations in commemoration of a former principal. Other schools have bought statues, plaques, pictures, equipment of all kinds. Everywhere there is a restless urge towards accomplishment of some near or distant purpose. The student's aim seems to be some extra-curricular achievement; the teacher's, something closer to his professional task.

Special Services

A modern school system, like a modern automobile, is judged by the service it is capable of rendering in the unusual situations—when faster pick-up is required, when roads are rougher, when heat is more intense. The good automobile takes adequate care of normal conditions; yet has enough power to handle the abnormal. So the school system must be measured by its ability to function adequately in every educational difficulty. That means caring for all the varieties of intelligence and ability to be found in the classroom.

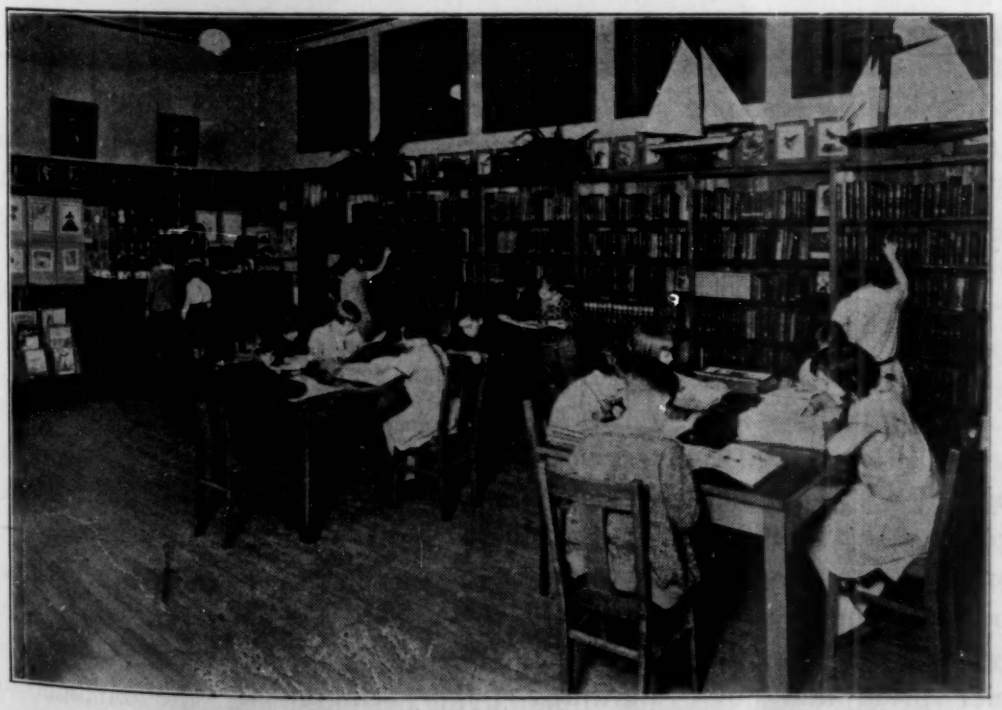
Portland provides special educational facilities for all types of irregularity. There are twenty-three classes and one centre for the slow-learning child with four additional classes provided for in next year's budget. There are two pre-vocational schools, one for boys and one for girls, that take care of elementary school children over fifteen years of age whose academic retardation makes further attendance in the regular elementary classes inadvisable. These children will be absorbed in the new Thomas A. Edison Six-year High School, soon to be established.

•

For pupils who show evidence of malnutrition or tendency to chronic colds, our Mills Open Air School provides a combination of academic work and hygienic care which invariably brings marked improvement. Admission to Mills Open Air is brought about through the combined recommendation of the School Health Division making the physical examination and our Department of Research making the mental.

Classes for crippled children are maintained at the two hospitals devoted to their care. Instruction is given at the bedside. Home instruction is provided for those whose physical condition makes it especially difficult for them to be in school, but who are not hospitalized. Those with seriously impaired vision or hearing are sent to our Eye Conservation Centre or our School for the Deaf. Classes are also conducted at the various institutions for the care of delinquent boys and girls.

Over all these schools and classes for the atypical child, our Department of Research exercises a protective supervision.



A BUSY LIBRARY ROOM IN BUCKMAN SCHOOL

That, of course, does not sum up all the service the department renders. It also does the usual pupil accounting that all such departments do—failure surveys, curricular achievement testing, research committee guidance, and the like—and in addition, through its psychological staff it tests all children who show evidence of abnormality.

Those indicating psychopathic traits are sent to the Psychiatric Clinic, maintained jointly by the School District, the Medical College of the University of Oregon and the Juvenile Court. There the child is given a thorough examination by a qualified psychiatrist, his case is investigated by a psychiatric social worker, and when the clinic is ready to make a recommendation, it is discussed at a follow-up meeting at which the Health Bureau, the Juvenile Court, the Clinic and the public schools are all represented. If necessary, the child is transferred to a special achievement class, conducted in one of our schools as a laboratory to test out the recommendation of the psychiatrist.

New Vocational Program

The vitality of an organism is frequently demonstrated by its initiative and its interest in new solutions for old needs. That implies optimism, idealism, courage, faith in itself and in the future. So with the complex organism we call a school system, and more specifically our new vocational program.

There are four classes of individuals we are planning to reach. One is the post-adolescent who finds the regular academic work of the upper elementary grades beyond his powers and who should be given a chance at vocational training before it is too late. Another is the high school student whose economic situation makes a short-term vocational course a necessary preliminary to a job. This group would also include individuals who have been out of school for a short time. The third class are the apprentices who are now employed but who need further training under the Smith-Hughes Act before they can be accepted as journeymen. And the fourth are the adults who seek vocational training either as a hobby or as a means of industrial rehabilitation. The introduction of automatic machinery reducing the number of workers in certain fields has made some plan of vocational re-education a vital necessity.

The aim is to create an organization which will take care of all four of these classes. Some of it we already possess. Our apprenticeship school is now in operation. Our night schools and pre-vocational classes take care of some people in several of these groups. But we are not content with the facilities now existent. Plans are shaping up for the establishment of a new six-year vocational high school, modeled to some extent on the Emily Griffith Opportunity School in Denver—a school operating most of the day and some of the night, and offering to young and old the vocational training each individual needs for more successful living.

In time, all the educational avenues leading to the vocations will be co-ordinated under one directorship. With the co-operation of the employers of the city on the one hand and the forces of organized labor on the other, our school system will try to give each child the best practical education he can absorb and then help him to find a place in the community where he can use that education advantageously.

The City of Portland

Portland is a substantial city of approximately 300,000 inhabitants. Prior to the depression, it enjoyed a steady and substantial growth. In the main, people have come here to establish permanent homes. Consequently the residential sections of the city are its chief pride and joy. Parkings are wide; lawns are green; flowers and gardens are everywhere. There is real justification for the name, the City of Roses.

•

Economically, Portland enjoys the triple advantage, first, of being the chief port of the Columbia Basin; second, of being the trading centre for a large and rich agricultural hinterland; and third, of being a fair-sized manufacturing city. With the advent of cheap electrical power from the new Bonneville Dam project, this third advantage should be greatly multiplied.

Because of its solid position, the city has long enjoyed the reputation of being steady and conservative. It has allowed other communities to advertise themselves into mushroom growth. It has sought no additions either of population or industry which could not become an integral part of its social or economic pattern.

Such a philosophy of community life has naturally had a corresponding influence on its public schools. Here we find no radical innovations. Curricula and teaching methods, administrative organization, and financial apportionment have followed a progressive but not too advanced ideal.

School buildings are noteworthy for their quiet beauty and the stability of their construction. Teaching standards and salary schedules are well past the national average. Curricula boast of progressive ideas, but do not entirely discard the tried and tested material of the past. Our motto has been "Be not the first by whom the new is tried nor yet the last to lay the old aside."

Visitors to Portland find a school system that is vital and modern, a teaching staff that is hospitable and friendly, and a school plant that in beauty and utility ranks with the best. And they will find a city that for climate, comfort and pleasant living, should be the summer capital of America.

The Blight of the Academic

By LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

Why do some teachers make learning attractive, while others make it an object of disgust and loathing?

WALT WHITMAN did not write his unforgettable eight-line poem, "When I Heard the Learned Astronomer" with any thought of its pedagogical significance. As a rule great literature is not written for hortatory purposes for teachers or anybody else. Yet during the past few months I have been more and more impressed that Whitman's poem has some implications which the teacher should not absolutely ignore:—

"When I heard the learn'd astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer when he lectured with much applause in the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself
In the mystical moist night-air and from time to time
Looked up in perfect silence at the stars."

What was the matter with "the learn'd astronomer"? Why did his lecture disgust the most alert, vital and creative mind in his audience and cause him to wander off "sick and tired"? Not all lecturers on astronomy would have impressed Walt Whitman in this way. Some of them would have inspired him with a desire to know more about those stars which looked down upon him from their perfect silence. The chances are that the lecture was lifeless, stupid and boring because it was super-academic. The professor was apparently more interested in charts, diagrams and measurements than he was in stars. Consequently those who mistook dullness for profundity applauded, but the gray-bearded, clear-seeing, life-loving poet refused to swallow such unnutritive pabulum. The "learn'd astronomer" was a poor teacher, who made his subject repulsive.

•

In *The Journal of Education* for June 17 there is an article by V. H. Culp, entitled "The Unreality of College Life," which I have read at least five times, although I most earnestly hope that there is more reality in college life than its author finds there. One of its epigrammatic sentences reads: "Too much time is spent upon material that has long been relegated to the junk-heap." It would be hard to take exception to this general principle, but in the sentence preceding it the name of Chaucer is mentioned, the implication being that the study of "the morning star of song" is an evidence that the modern college is remote from the life of today. An author like Chaucer with his inclusive sympathy, his keen insight, his radiant humor and sparkling wit, which has been a source of pleasure and inspiration to generations, is by no means a candidate for the "junk heap."

•

Yet why is he so frequently given as an example of the remote, the tedious, the dry as dust? The answer is not that he lived more than five hundred years ago but rather that too frequently he has been the victim of the dehumanizing pedant who lacks the very qualities which have caused Chaucer to bring joy to generations. For example, in a small college of the Middle West on account of the Sabbatical year of one of the professors of English, the survey course was turned over to a young man just out of graduate school. The teacher deviated from the plan of the course which had been previously followed and devoted practically all of the time before the Christmas vacation to Chaucer. The groaning from the victims caused an investigation. In his graduate work the teacher had made a special study of the influence of Chaucer's Italian journeys upon his writing. Consequently, day after day, he had regaled bewildered sophomores with erudite discussions of esoteric Italian literature. In this case recourse had been made to the junk-heap, and the result was the development of a lifetime hatred of Chaucer on the part of most of the members of the class. Here academic junk had been substituted for literature which until the latest days will be fresh, winsome and stimulating.

•

There was a time when the mention of Burke's speech "On Conciliation" in a college class would call forth more or less subdued groans. In those days every student who prepared for college was compelled to read this piece of brilliant logic by the eloquent Irishman. No longer is this the case. A college professor of today can sometimes speak of Burke without seeing a glimmer of knowledge on the face of a single student. The address "On Conciliation" has been replaced by political prose which has the vitality of modernity. It is easier to teach contemporary material because classes are more interested in today than they are in yesterday. This, however, is not to be understood as a plea for discarding the time-sifted wisdom of the ages for the product of the current press. A well-balanced curriculum needs both. Although the elimination of Burke from the college entrance requirements

is probably to be commended, I can think of instances where his "On Conciliation" was taught effectively in secondary school classes. When this was done the material was made to live by the teacher's departing from the arid ways of the beaten path of academic tradition.

•

What to teach is a perennial question. *The Atlantic Monthly* for June, 1935, contains an article by Walter Pritchard Eaton bearing the caption, "The Professor Goes to Lunch," which has to do with the lack of responsiveness of the modern student to the appeal of the best in literature. Mr. Eaton tells of a boy apologizing for his failure to hand in a report on Newman by saying: "I guess he is not up my alley, sir." The professor is quoted as replying: "I guess very likely he's not, but I guess you'd better invite him up before next Tuesday, and have a good long session." Probably the youth did have his "good long session," but one hesitates to speculate as to the result. Personally I have found Newman teachable, but I cannot say the same in regard to Spenser and Dryden. This, though, may be because I am not "up their alley." I am intensely interested in Increase and Cotton Mather, Samuel Sewall, Jonathan Edwards and other worthies of old New England, but I am afraid that they are a rather uninspiring field for the young American of today. Some authors at the best are "stale bread," and others are made stale by teachers who worship intellectual traditionalism. "Is Mark Twain a realist or romanticist?" This question has been discussed year after year in a college classroom. The wisest remark made upon the subject was that of the student who most emphatically said that he did not know or care which he was, the big point in his opinion is that Clemens is a writer who had something to say and the ability to say it.

One of the besetting sins of teaching is the wasting of time, energy and ability quibbling over that which has no significance outside of the classroom. Teaching which is purely academic is not teaching at all. A recent text bears the arresting title, *Geometry Humanized*. Knowledge which is not humanized is not knowledge. Teaching is "from the living, through the living, to the living." Classroom activities which have no bearing upon life are as futile as the threshing of straw. I quote again from Professor Culp's article: "A little more pedagogy and knowledge of modern life would certainly give a much needed blood transfusion to our colleges." This hits the nail right on the head. The pre-eminent educational need is less emphasis upon the academic and more interest in

> "the world,
> The beauty and the wonder and the power,
> The shapes of things, their colours, lights and shades,
> Changes, surprises . . . "

Not all of the training which helps to make a good teacher can be acquired in classroom and library. For example, sociology cannot be studied in a cloister. Every town and countryside furnishes a laboratory for the most genuine type of social investigation. The synthetic studies prepared under the direction of Professor Harold Rugg are evidences that the modern educator no longer lives under the aegis of cloistered pedantry. The same principle applies in all of the curricular fields. I think of several outstandingly successful teachers of Latin. Each one of them has made his students see the relation between the ancient language studied and taught and the language which the student hears and speaks as he goes about the business of living.

I once lived in a small college town in which I had a friend who used to tease me about my interest in what we sometimes euphemistically call "local current events." He could not see why a man who was supposed to be a student of literature should have any concern whatever about the prosaic life of an over-grown village. Another of my habits which was the object of his badinage was the fact that I took and read assiduously a newspaper published in the region in which I passed my boyhood days. One day as I read this paper I was somewhat excited as I read of the tragic death in a dynamite explosion of one of the striking figures in my home community. I started to tell my friend about him and probably made myself somewhat boring, as I spoke of the man's exceptional size and the scar on his face, going almost from ear to ear, the result of his attempt as deputy sheriff to arrest a drunken negro. When I reached this stage of my story, my friend could stand it no longer and blurted out: "Why under the sun do you take an interest in such trivialities?" I do not remember what defence I made, but I have often thought that there was no reason why I should not find the scar on "Bill" Johnson's face every bit as worthy of my interest as the wart on the nose of the miller in Chaucer's prologue. And if one did not find the human beings around him interesting, could he care at all about the wide-mouthed, red-bearded, warty-nosed miller?

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Appreciation of material in print cannot be divorced from zest for life. He who knows or cares nothing about human beings is a poor psychologist or sociologist no matter how intensive and extensive his studies. The historian who ignores the politics of his own day is a fossilized pedant. The enriching of experience, the broadening of sympathies and the deepening of human insight is the best preparation for real teaching. He who views the world from the narrow space between academic blinders can at the best be but a pedagogical make-shift.

Dealing With Teacher Absences

By W. C. McGINNIS

Superintendent, Perth Amboy, New Jersey

EVERY school system has the problem of teacher absences. How much time off shall be allowed with pay—and what excuses shall be accepted in certain cases for further absences? Following is the code of ten rules which has been adopted by the school authorities of Perth Amboy, New Jersey. Superintendent McGinnis believes it to be one of the most liberal arrangements in force anywhere in the United States.—EDITORS.

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AS used in these rules and regulations, the term "teacher" shall mean any teacher, supervisor, principal, teacher-clerk, nurse or librarian regularly employed by the Board of Education.

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II. As used in these rules and regulations, the terms, "day's pay" and per diem pay, shall mean one twentieth of the monthly salary.

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III. *Absence on account of death in the immediate family.*

In case of the death of a member of the immediate family (immediate family as here used means parents, brothers, sisters, own children and grandparents) of any teacher, or the death of any relative who has lived in the home of the teacher for some time preceding death, such teacher shall be excused, without loss of pay, for a period not to exceed four school days. No allowance shall be made for the time lost after the fourth calendar day after death.

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IV. *Absence on account of personal business or pleasure.*

No teacher shall absent himself or herself from school on account of personal business or pleasure unless he or she shall have requested and received permission from the superintendent of schools, or if he is not available, from the president of the board of education for such absence. Absence under this regulation shall be without pay, except that if such absence shall be for a part of a school day and it shall not be necessary to employ a substitute, the superintendent may at his discretion grant such absence without the loss of pay.

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V. *Absence on account of a court subpoena.*

A teacher who shall have been required to attend a court of law by reason of having been served with a subpoena, shall be excused from school without the loss of pay on account of attendance at court.

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VI. *Absence on account of illness.*

(1) In case of absence from school on account of personal illness, a teacher shall be allowed full pay for five days' absence during the school year. If a teacher shall have been absent on account of personal illness less than five days during a school year, the difference between five days and the number of days a teacher shall have been absent on account of personal illness without loss of pay in any school year shall be accumulative, and the number of days a teacher may be absent on account of personal illness during a school year shall be five days plus the accumulated unused days of previous years, except that the maximum number of days allowed shall be thirty.

(2) If the absence of any teacher on account of personal illness exceeds five days in one school year, plus the accumulated unused days of a previous year, such teacher shall receive only one half day's pay for each additional day's absence, beyond the provisions in paragraph 1, for a total of five additional days in the same school year.

(3) Any teacher who shall have had less than fifteen years' experience in teaching in the schools of this city, shall lose per diem pay for each day's absence in excess of the allowances provided in paragraphs 1 and 2.

(4) Any teacher who shall have at least fifteen years' experience in teaching in this city may be permitted by vote of the board of education to be absent on account of personal illness, for such period of additional time beyond the provisions of the above paragraphs as the board may determine with pay equal to the difference between the regular salary and the pay of a substitute. No such absence, however, shall extend beyond the end of the school year in which it is granted. And the request for the absence shall be accompanied by a physician's certificate certifying to the incapacity of the teacher.

(5) The superintendent of schools may require a teacher to furnish a physician's certificate of illness before allowing pay for days absent on account of personal illness, and in each case, in which he does not require a physician's certificate, he shall require a teacher to furnish a signed statement certifying to personal illness before allowing pay for days absent on account of personal illness. Statements certifying to absence on account of personal illness shall be made on official forms prepared by the superintendent and shall be kept on file.

(6) If any teacher shall have

made a false statement regarding absence, such statement shall be considered an act of insubordination.

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VII. *Absence for Quarantine.*

Teachers absent from school by reason of quarantine by the Board of Health shall not suffer deduction in pay because of such action.

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VIII. *Visiting days.*

The superintendent of schools may, at his discretion, permit teachers to visit grades similar to their own in some other school one day during the school year. In case visiting days are allowed them, they shall be subject to the following conditions: (1) the principals, assistant principals or teacher clerks shall take over the duties of the absent teachers, or (2) the teachers who are allowed visiting days shall forfeit an amount of money equal to the per diem pay of a substitute teacher in each case.

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IX. *Absence for attendance at educational meetings.*

The superintendent of schools may, at his discretion, allow teachers to attend educational meetings under the following conditions:—

(1) If no substitutes are required there shall be no forfeiture of pay.
(2) If substitute teachers are required, the teacher in each case shall forfeit one-half day's pay for each day of absence.
(3) If attendance at an educational meeting involves the closing of the schools and is not provided for by state law, as in the case of the Middlesex County Teachers Institute, attendance at such meeting shall depend upon a favorable vote of the Board of Education.
(4) Nothing in these regulations shall be construed to conflict with the provisions of the New Jersey educational law that teachers may attend the annual meeting of the New Jersey State Teachers' Association, without loss of pay.

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X. *Accidental Injury.*

The Board of Education shall not reimburse any employee for time lost on account of accidental injury which is covered by compensation insurance carried by the Board.

Report Cards Without "Marks"

By MILDED A. DAWSON
University of Wyoming
Laramie

Two years of experimenting in an elementary training school have resulted in a smooth-working plan.

THE various articles concerning marks that have appeared in *The Journal of Education* recently have been timely and interesting. The movement for the revision of reporting systems seems to be rather widespread, if the frequent letters of inquiry that have come to the writer's desk from far and wide are any indication. Graduate students, administrators and supervisors in public school systems, and research committees are joining in attacking the problem of devising reports that will really indicate progress and proficiency.

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The staff of the local Elementary School has been working continuously for several years in an attempt to improve the quality of the reports sent to parents. We feel that our progress has been real, even if slow. At present, we are perfecting a form which, after two years' tryout, seems to be quite satisfactory. This has evolved through a process of trying out several rather diverse schemes of reporting.

The first stage of revision was the addition, to the conventional subject-matter-marks portion of the card, of a list of "Habits and Attitudes Desirable for Good Citizenship." The items in the list were derived by analyzing report cards of the more progressive type and interviewing several experienced teachers of superior training. These habits and attitudes were expressed in terms of the trait-actions that might be considered overt evidence of the possession of the corresponding traits. These were not to be marked in the traditional sense, there being a symbol to indicate excellence, another to show improvement, and checks to denote unsatisfactory actions. Items unmarked were to be considered satisfactory. A small section of the report is quoted below.

Teamwork—

Co-operates in pupils' civic organization.
Helps to make things go right.
Works and plays with others harmoniously.
Brings materials from home.

The parents have been much interested in this scheme of reporting and have made it the occasion for many conferences with the teachers and principal. It has seemed that the co-operative efforts of parents and teachers has helped to improve the social attitudes and personal habits of many pupils. The teachers have felt that the statement of specific trait-actions has

helped them to keep in mind the objectives in personality-development to be attained.

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A five-point system of marking the academic subjects was still retained. The administrative heads of the Elementary Training School had long been anxious to abandon all marks of any kind, but it was evident that the parents were set in having them given. As F. G. Macomber of Riverside, California, so clearly demonstrated in the January twenty-first issue of *The Journal*, marks are psychologically inadvisable and statistically unreliable. Our local staff felt that the parents were not getting an adequate idea of the pupils' difficulties and achievement and were not being sufficiently helped in training their children. Therefore, the practice of sending a descriptive paragraph to supplement the report card was initiated. The paragraph was intended to act as a "word-picture" of the aptitudes, attainments, and deficiencies peculiar to each child.

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The more discerning teachers found the practice of writing paragraphs a very helpful one, for they were compelled to study the children as individuals and were much better able to guide and motivate them. There was better rapport between teacher and pupils, between teacher and parents. No system of marks could be so telling a measure or report of the pupils' possibilities and achievement. A sample paragraph is quoted below.

> Graham Horton is usually attentive and industrious. He particularly likes to be praised or to have the feeling that his work is better than that of the others around him. As a rule, his work really merits praise, but tact is required to keep him from getting an exaggerated idea of its importance. Sometimes he displays a very fast rate to the neglect of his accuracy. His writing is still below standard, because of poor co-ordination of his finger muscles, but it shows improvement. He has also improved much in overcoming his natural timidity in entering into oral assignments. He is always pleasant and courteous.

"The movement for the revision of reporting systems seems to be rather widespread. . . . Graduate students, administrators and supervisors in public school systems, and research committees are joining in attacking the problem of devising reports that will really indicate progress and proficiency."

The Elementary School staff had by no means abandoned the idea of eliminating the traditional marking system. It was decided two years ago to introduce a non-marking system into first grade and to extend it upward, year by year. This gradual introduction might obviate objections on the part of the parents. Such has been the case and now the more informal type of report card is in use in the first three grades. So successful and popular has been the change that we are intending to use the new system throughout the six grades of the Elementary School next year.

Each teacher has made a careful statement of the major objectives that the pupils of her grade should attain in each subject and in personal conduct and general attitudes. These objectives have then been translated into trait-actions that would seem to be proper evidence of the attainment or non-attainment of the scholastic achievement or the trait in question. The same economical procedure of having a symbol to denote excellence, improvement, or need for improvement as had been adopted on the earlier report cards was retained.

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It has been found necessary to have the items differ from grade to grade, especially in the primary years, as the pupils show definite stages in the mastery of the processes of reading, writing, and arithmetic. Also the phases of social and personal conduct to be emphasized may vary from grade to grade. Therefore, each teacher has devised her own card in grades one, two, and three. However, we plan to use the card that we are devising for the intermediate grades throughout grades four, five, and six. We still plan to write the "picture-paragraphs" in special cases.

The card quoted below is suited to third grade. In practice, its items are entered on a summary sheet whose columns are headed by an alphabetical list of the pupils' names. We find this sheet an excellent implement for diagnosis, since it gives a picture of the entire class and of individual pupils as well. Weak spots and strong points are very evident, so that teachers can revise and emphasize certain procedures and materials discriminatingly.

Reading

- Understands what he reads.
- Reads aloud in an interesting manner.
- Can attack new words independently.
- Is increasing reading rate.
- Shows increasing desire to read widely.
- Shows a liking for stories and poetry.
- Reads efficiently to get information in other subjects.

Language

- Is accumulating a rich background for expression.
- Is increasingly fluent and apt in expression.
- Takes active part in class discussion.
- Makes interesting reports.
- Is original and resourceful.
- Is mastering written forms assigned to grade.
- Expresses self well in writing.

Arithmetic

- Is enriching number experiences.

Is increasingly accurate in using number facts.
Can solve problems suited to grade.
Sees problems in real life.
Can apply knowledge to life problems.

Spelling
Is increasingly able to spell commonly used words.
Applies knowledge in other subjects.
Is acquiring independent study habits.

Penmanship
Forms letters correctly.
Is improving in legibility.
Is improving in rate.

Community Life
Is observant of social and natural life.
Contributes information to the group.
Asks good questions.
Thinks for himself.

Music
Can reproduce and discriminate a tone.
Can follow a melody.
Takes an active part.
Shows a liking for music and rhythm.

Art
Is careful, courteous, responsive.
Is appreciative of form, line, color.
Shows growth in art expression.

Physical Training
Is interested and co-operative.
Co-ordinates movements.
Responds to situation aptly.
Responds to rhythm.

Interests and Growths
Enjoys school experiences.
Is intellectually curious.
Asks questions.
Examines new materials.
Is mentally alert.
Asks questions.
Responds readily to questions.
Thinks straight.

Work Habits
Starts and finishes work promptly.
Concentrates on task at hand.
Is self-reliant.
Follows directions carefully.
Is careful and neat with
Seatwork.
Materials he uses.

Social Habits
Works and plays with others harmoniously.
Respects rights of others.
Is a thoughtful listener.
Is courteous in conversation and action.

Personal Characteristics
Is responsible for personal belongings.
Observes health rules.
Appears good-natured or happy.
Exercises self-control.
Is emotionally well balanced.

We should like a conference. (Check with ×).

A Brief for Home Study

By CLARENCE H. DEMPSEY
Superintendent
Arlington, Massachusetts

"Too frequently students enter college or adult life without learning to study independently."

IS home study desirable or should it be abolished? The question applies, of course, to junior and senior high schools, and to home study as distinguished from occasional outside research projects.

If we had an eight-hour school day the answer would be "Abolish it." But with a school day of five or six hours, a typical individual program of four or more studies beside other desirable activities and requirements, the available time in school for study and research is not enough to master assigned lessons even though they be most wisely planned as to value, quantity, and difficulty. It must be supplemented by systematic, well-executed outside work and study.

The school should assuredly furnish maximum provisions for supervised study, research, and projects, yet after all is said and done, the discontinuance of related home work is a curtailment of education that inevitably means less satisfactory progress, even for bright, ambitious pupils, and unavoidable increase in failures for others. Education is not shop work confined to the school building and its time schedule, but is a process of complete training that should affect the whole time and life of every pupil. To this process the home and every other constructive institution should contribute.

It is often contended that home study is done under unfavorable conditions—poor lighting, confusion, interruptions; that it develops bad habits of work and waste of time; that it interferes with legitimate recreational, social and other activities; that it is injurious to health; that the amount and kind of subject matter is excessive or unreasonable.

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Many instances of such objectionable features exist, but they are by no means universal or necessary. In the vast majority

of cases such defects either are not there, or they can be remedied by regulation and direction. We should most emphatically not encourage the belief that home is not the place for study and intellectual improvement.

If home conditions are unsatisfactory, every effort should be made by the whole family to improve them for the student's welfare. It is a perfectly reasonable requirement, and in most instances easily possible. We talk endlessly about co-operation of school and home. One of the most practical and valuable ways in which parents can help is by fostering home study under proper surroundings.

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Cannot pupils study effectively, with concentration and intelligence, unless they are closely supervised? Then we are failing to give them one of the basic essentials of education, and they should be taught to do so. It is of the utmost importance, as early as possible, to learn and practice self-direction, independence, and self-education, and steadily to increase one's power in these respects. Too frequently students even enter college or adult life without learning how to study independently. Strength and progress do not grow from soft pedagogy and excessive dependence upon the teacher's domination.

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Does home study interfere with desirable recreational, social, home or other activities? If so, it may be due to unwise or excessive lesson requirements or to poor organization of the student's time. By all means let teachers be sensible and reasonable about assignments (which applies with equal force to supervised school study). By all means let parents and students organize the proper division of time and promote *good* outside activities, and home study will fall into its proper place in a wholesome child-training program, without injury to health or regrettable sacrifice of other pursuits.

The chief business of any student is his education, to which other interests should be subordinated. As a matter of fact the acute problem for youth today is how to minimize the harmful effects on education and health of outside distractions and demands that are often the real cause of trouble. A reasonable amount of required home study may greatly help solve this particular problem.

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The place and importance of supervised study in school hours should not be overlooked. But experience has proved that there are many possibilities through home study to promote self-education, extend the influence and service of the school, establish more helpful parental contacts and minimize the waste of free time and the distractions that do not educate. These advantages should be made the most of, not be thrown aside. We may well work for the improvement of home study to make it an even more powerful and desirable educational agency.

So Commercial or Something!

OUR friend, P. W. Barnett, Eastern manager of Row, Peterson and Company, vouches for the genuineness of the following delicious letter from a teacher who had ordered a book and ignored the subsequent bills from the publisher. He appends an inspired reply which he wanted to send but—unhappily—did not.

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October 23, 1935.

Row, Peterson & Company
131 E. 23rd Street
New York City

Dear Mr. ———

Thank you very much for your letter of October twelfth.

I wish I could be of more assistance to you. I notice the bill is dated June. Perhaps you've never had the feelings of a school teacher in June, but it's a hectic month to live through. There are papers and papers and endless reports, and commencement speeches, which must not interfere with gardens and picnics, golf and fun. A mere bill, on some books, would be of such minor interest and hence, minor consideration, that I have no recollection whatever of any transaction. And I'm quite sure I have never written anyone anything.

Too bad I don't take bills and letters more seriously and promptly. Do you?

Sincerely,

—— ——

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Dear Miss ——

Of course we forget all about our bills! It's only human to do it, and don't you bother your pretty little head trying to remember anything about that bill for books we sent you. We really feel quite crude and gauche and things like that about bringing it up at all. It was just that we didn't understand.

Sometimes business seems so sort of commercial, or something. You know—people order books, and we send them to them, and then they pay for them. Does that leave any place for the free spirit? It's too silly, really. Your chummy little note was quite delightful; it made us realize that all had not yet become mere routine.

June! Such a lovely, lovely month! It must be wonderful to be a school teacher in June. But, my dear, have you ever been a publisher in October?

Affectionately,
Row, Peterson & Company

The Round Table

Cut Down Home Study

Schools assign home work, often merely busy work, on a wholesale basis. Little thought is given to the individual's capacity to complete the job, to the home atmosphere for study, to the particular learning values involved. It is just done. Countless irritations follow. The pupils in college curricula with a heavy mental load of at least five to six hours carry home an additional two or three hour job that takes them completely out of the home life well into late evening hours. Those whose home conditions are unfavorable to studious concentration pile up a nervous reaction that can hardly offset the values supposed to be gained. The parents are drawn into the problem too often in a negative way.

Put the home study problem on a more rational basis. If necessary, lengthen the school day. Use 11 to 12.30 for recreation when our precious winter sun is at its best. Provide for more relaxation at the noontime repast. Continue the regular program until completed, then turn the school over to a preparation period. Provide consulting time for a puzzled pupil to seek the necessary counsel from those who have real reasons for giving assignments.

When the school day closes, let it close. Let those who will, take home some necessary individual task—but for the run of the mill, let the day then open up a period of relaxation. Late hours do not get one properly lined up for a following hard day's work.

Make school life challengingly interesting, and youngsters will be more eager than ever to get up and tackle the real live problems of their growing lives.

RUSSELL V. BURKHARD
Principal
F. A. Day Junior High School
Newtonville, Mass.

A Child's Leisure

Today I received a letter from a twelve-year-old boy who is enrolled in the seventh grade of a Pennsylvania school. Here is what he says:—

"We have six hours of school a day. I go on a bus which takes another hour. Noon takes another hour. I am in school eight hours altogether. I sleep ten hours a night. I get up at 7 o'clock in the morning to prepare for school. That leaves three hours of play counting supper. I believe that school children as in my case should have more time to play. I am willing to study harder at school to make up for lost time. Most children are kept out of bed because of hard studies. I don't believe it is fair to children to have more than they can handle."

This letter calls very definitely to our attention the fact that there still remain a great many school children for whom the "new day," with its opportunities for using leisure time in a worthy way, has not arrived. Growing boys and girls do require time for participation in play activities so that they may develop normally; much more attention should be given to the proper amount of homework; children must be given an opportunity to participate in worthwhile family recreation projects.

It seems to me that a more careful consideration of this problem on the part of teachers would result in less emotional disturbance, better adjustment, and happier parent-teacher-pupil relationships.

LESTER K. ADE.
Department of Public Instruction
Harrisburg, Pennsylvania

All in the Day's Work

By FRANCIS READ
A High School Principal

Changed Foe to Friend

"What do you think? The man brought me home in his car," the teacher exclaimed gleefully as she burst into the office this morning. Then she and I joined in a hearty laugh.

Yesterday this teacher had brought me a very offensive note that she had received from the father of one of the boys in her class. She asked me what she was going to do.

"You would better go and see the man," I said.

"Go to that man's house after he has insulted me. Not on your life!"

"Calling on a man in his home in a situation like this has several advantages," I explained. "You show him that you are eager to clear up the difficulty. You put upon him a host's obligation to be courteous because you are in his house. Whenever you think best, you are able to end the interview, which is an important factor. I hope that you will reconsider this matter, decide to call the man up, and ask him to set a time when you can come to see him."

The young woman finally agreed to follow the plan suggested. The results were most pleasing; now, instead of an enemy, she has another good friend.

Of course there are certain types of parents from whom we school people would better stay away. But when a misunder-

standing arises with right-minded and intelligent citizens we would better go all the way to remove it.

•

Lending a Hand

Our school is fast becoming a social welfare organization.

Our eye tests have disclosed at least a dozen pupils who can do no effective work without glasses but who have no money with which to buy them.

The physical educators are finding a considerable number of boys and girls who cannot purchase the required gymnasium suits.

Almost every day some worthy pupil will come to the office and say that he will have to leave school unless he can find work to do.

In cases like this, what else can a school do but help? Did not the Great Teacher often provide for people's physical needs before he gave them his message?

We feel it our duty to take a kindly interest. We have a welfare fund obtained from several sources and we quietly assist many pupils.

There is no doubt that it is as important to promote among the young a friendly spirit as it is to diffuse knowledge.

Pedagogical Pennings

By R. L. HUNT

No. 7—For a Study of "Dirty Deals"

SOME day the writer hopes to collect data on the "dirty deals" teachers have received and given. This should be a starter for an M.A. or a P.D.Q. study. The measuring stick used by Boards of Education (not re-elected) is our definition of failure. Professional and technical training and ability are not included at this time.

Beginning with the superintendent, it seems that many causes for failure are neutralized or canceled—that is, they would be if the right pairs of boards and executives would get together. For examples—some have failed because they were too active in community affairs, while others have been too inactive; others have failed because they had too many friends on the board, while some have received the same low mark because they had none; some have either been too much or too little socially inclined; some have been too diplomatic, while others lacked diplomacy, or got caught in the act; and so on "ad find 'em."

The principal has found the same experiences as the superintendent except the fact that he has had the added disadvantage (or advantage) of having the non-voting member of the board (superintendent) join in the deliberations.

Teachers have failed, or so been classified because they: (1) Have been too stern or too easy; (2) had too much book knowledge or too little common sense; (3) have dressed too well or too shabbily; (4) have taught too much (in that some prominent patron's son has failed) or too little; and (5) have been too modern or too antiquated.

What can be done about all this? Very simple. Hit the happy medium, or make the proper exchanges and failures will vanish like magic. Easy to say—but just another example of the theory-practice spread being too great.

Seriously, the writer would like to make the "dirty deal" collections, provided some one else will do all the work. The finished product should outsell such classics as "Main Street" or "Anthony Adverse." Volunteers wanted.

WINSTON FLASHES

MOST famous holiday postmark in all the world is Santa Claus, Indiana. The name of this village of scarcely 100 population was originally Santaclaus. A stamp collector discovered the name and wrote to the Postmaster recommending that the name be changed to Santa Claus. The mail leaped from a small daily bundle to truck loads.

ROLLING off the presses and into the hearts of boys and girls is EVERYDAY LIFE (list 48c), a new kind of Primer by Ethel Maltby Gehres, published this fall. Now ready—EVERYDAY LIFE PRE-PRIMER. The text is also about child activities: Caring for Pets, Simple Duties in the Home, and so on. Illustrations are more *actual photographs* of real boys and girls.

ACCORDING to the famous "Curve of Forgetting" developed by Ebbinghaus: Half an hour after we have barely learned something, we forget half of it. In eight hours, two-thirds. We forget more in the first thirty minutes than we do in the following thirty days. Better order early, lest you forget, THE NEW SILENT READERS, Pre-Primer to Book VIII.

SHIPS passing through the Panama Canal pay an average toll of about $4,200; through the Suez Canal they pay approximately $10,000 a trip.

HIGH school and junior high school students who use CORRECTIVE ENGLISH (Workbooks I and II) learn correct English because they actually use correct English in varied, interesting, and natural activities. Every sensory channel—eye, ear, voice, and hand—receives definite and carefully graded training.

PHI BETA KAPPA first and most famous of "Greek-letter" societies, was organized on December 5, 1776, at the College of William and Mary at Williamsburg, Virginia. Living members, approximately 70,000; chapters and associations, 122, which include associations in China, England, Italy, Japan, Persia, and Syria. Franklin Delano Roosevelt is the twelfth of the Presidents to wear the coveted key.

"DEPENDABILITY" remains the characteristic which the motorist demands above all else in his 1935 car, according to returns from over 1,000,000 motorists. In dictionaries, too, dependability is of first importance. More than 3,000,000 boys and girls are using THE WINSTON SIMPLIFIED DICTIONARY because they can depend upon finding every word defined so that its use and meaning can be instantly understood. There is an edition of "the modern authority" that exactly fits your needs. Send for complete information.

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The Teacher and the Times

THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

The Educator's Dilemma

EDUCATION is in a dilemma.

The public has begun to insist upon an education that touches life, mingles with life, deals with life, reflects life, and is a part of life.

This might seem to throw the classroom wide open to the discussion of current problems. But the public is not too consistent. It wants current problems handled according to some preconceived notion. It wants prejudice and tradition respected. It fears too much venturing by teachers and students upon forbidden ground. It distrusts idealists and theorists and propagandists, and it suspects that education is a hotbed of such dreamers.

This explains the hue and cry for oaths of loyalty from teachers.

The public ought to have more confidence in the integrity and common sense of its educational personnel. But until it has—educators will have to walk with extreme discretion. In most communities they will be permitted to set forth and explain a reasonably large number of important facts. But they will be wise to avoid dogmatic statements. They will not pretend to know more than they really do or can know about the best pathways by which organized society may reach its desired goals. They will be tolerant and tactful.

They will not educate so rapidly as some of them would like. But they will educate just as soundly.

• • •

How Will Italy React?

ITALY is surrounded with an economic cordon comprising some fifty nations, determined by their concerted efforts to hamper her so seriously that she will have to abandon her war against Ethiopia.

It is the first experiment of the kind to be undertaken on so large a scale since the world began. Sooner or later it will prove whether the covenant of the League of Nations really has teeth in it or not.

To be sure, the cordon is not complete. Four nations belonging to the League, three of them close to Italy's own border, have withheld cooperation. The United States and Germany, principal non-members, although in general accord with the League's purposes, cannot be counted upon to do precisely what the League would like them to do.

So it remains to be seen how successful will be the combined attempt to choke off Italy's supplies of goods and credit.

The difficulties go deeper than all this, however. Italy is in an ugly mood. She talks of retaliation. If the sanctions are successful; if they thwart Il Duce's efforts in Ethiopia, will his personal power in Italy collapse? If so, what will come out of the resulting chaos in Italy?

On the other hand, if the sanctions fail and Italy triumphs in Africa, what new aggression or revenge will then be planned?

In other words—it is the old problem of how any particular individual or nation will react to punishment. Italy, under the lead of Mussolini, seems unlikely to take it with resignation and humility. And Italy with Mussolini discredited and cast aside would be revolution, bloodshed, perchance communism. In either event, the world has on its hands, prospectively, a nation out of sorts and vengeful.

Yet what more or less could the League do than it is doing?

The situation points eventually to the need of a stronger, more centralized international power, a United States of the World, having its own formidable police force. But even a police force does not prevent crimes. The paramount need is for better behavior on the part of nations without exception and at all points.

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Freedom and Fears for Filipinos

THE Philippine Islands are now definitely headed for that independence about which their politicians have so long been concerned. The new Commonwealth of the Philippines, launched November 15 with that persistent champion of freedom, Manuel Quezon, as first President, will have a ten-year period in which to test the ability of the Filipinos to govern themselves. Then, if all goes well, the final charter of liberty will be granted, and the Islands will be on their own.

Superficially one might suppose that the Philippines episode of American imperialism, as many called it, had now come to a happy ending, with everybody satisfied, promises at length kept, and everything set for a bright and glorious future of the archipelago. But ever so little study of the real situation and the forces which have been and are at work in this connection will shatter such illusions.

The Filipino leaders, while outwardly gratified at the success of their long agitation for freedom, are inwardly disturbed and anxious. Two great fears possess them. The first is that the Islands

will be unable to stand the economic strain of separation from the United States, and consequent loss of that free trade which has spelled prosperity. The second great fear is—Japan.

Independence, freedom from foreign domination, has been a grand ideal for Filipino orators and political aspirants to juggle with. After a generation of this sort of thing, the Filipinos have become freedom minded. No politician of the Islands would today dare hedge on the subject of independence. Possibly the ten years of the commonwealth will witness some awkward shifts in attitude of Filipino leaders.

Ideals and the keeping of promises actually had little to do with the final decision of the United States Congress to give the Filipinos what they want, or think they want. The appeals and petitions fell upon deaf ears until—American farm interests and certain bankers having money invested in Cuba bethought themselves that the unrestricted, undutiable imports of sugar, hemp, and cocoanut oil from the Philippines ought to be halted. As this seemed impossible of accomplishment without the political separation of the Islands from the United States, the farmers and the bankers joined the cause of the Filipino patriots. Only then did freedom win.

Economically, the Philippines have grown to be very dependent on their export trade to the United States. Gradually they are to be confronted with quotas and tariffs. Their costs of production are considerably geared up as a result of American influence upon wage and living standards. So it will be hard for the Philippines to compete in world markets with other countries producing similar raw materials under cheaper conditions. This means—that the people will have to develop new industries, presumably by turning to manufactures. This calls for capital—and the Japanese may wish to supply much of this, by way of penetration.

With Japan in the near offing—Japan reaching out to break off huge pieces of China—Japan eager to dominate the Far East and to acquire territories more fertile and less populous than her own—the Filipinos have real cause to worry, as they contemplate complete independence from the United States. They pin their hopes of security to some scheme of neutraiization, but it will not be surprising if, within the decade of experimental self-government, there arises a strong sentiment for keeping the United States on the job as guardian.

Imperialism, even on the limited scale that the United States has gone in for it, brings a multitude of problems—not the least of which is how to let go of a territory which wants independence without quite knowing what to do with it. Is it likely that selfish interests in this country will ultimately lead us to do what is right and best for all concerned? Or do we need a policy worked out on more statesmanly lines? To raise this question is to express conviction.

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Necessary Nuisance

EVERY little while the newspapers carry a story of some schoolhouse fire in which tragedy was averted because pupils and teachers had rehearsed their parts in advance. Fire drills are a very disturbing procedure from the standpoint of daily routine. They necessarily come at unexpected times. They break up the business of instruction, and they consume much more time than the few minutes actually taken for the exit and return.

If buildings were completely fireproof; if no one was ever careless with matches or cigarettes; if nothing ever exploded in heating plant or laboratory; and if no one ever grew hysterical and spread terror and panic through a crowd—fire drills would be superfluous. But all those "ifs" refer to conditions which are always potentially present.

How many principals—when they read this item—will be reminded that it would be as good a time as any to hold one of the "tormented" fire drills right NOW? Anyhow, the pupils will be grateful. And—who knows when or where the next real fire will break out in a school?

Incidentally—if fire losses are to be materially reduced in this extremely careless country, the boys and girls will have to be taught, and they, in turn, will need to do much teaching of their elders. If only the lesson of fire prevention would spread itself the way a fire does!

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Machine of State

WHO wants to drive without brakes? Some political leaders in the United States apparently want to do this.

The Constitution was intended to provide the needful brakes against impulsive or ill-considered political action; against overspeeding by some group temporarily operating the machine.

The Supreme Court is just as needful as the Constitution itself. The business of that tribunal is to decide when the Administration or the Congress is overspeeding or running off the road and to apply the brakes.

To strip the Supreme Court of its authority, as some advise, would be to put the brakes out of commission and thereafter ride without them.

Fortunately, the brakes can be readjusted from time to time, tightened or loosened, as modern traffic may demand. But if we are to rip out the brakes we should at least be fully aware of what we are doing and the hazards that lie ahead.

Anson W. Belding

The Alcove for New Books

Pen-Pictured Past

THE MARCH OF A NATION. By Alice C. Cooper, Department of English, Junior College, San Francisco, and David Fallon, Pasadena, California. New York, Boston, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Happy in conception and execution is this book, "The March of a Nation"—the nation being our own. For this is history mirrored in literature.

It is composed entirely of selections from the writings of observers, chroniclers, essayists, novelists, and poets who have reflected important episodes and incidents in the growth of this nation. Some of the writings are contemporary, many are of recent decades.

Each selection is preceded by an introductory paragraph—a paragraph so succinct as to be read for its help in understanding.

For high schools which believe in the need of integration between English and the social studies, here is a convenient aid. A history that combines literary quality—a literature that vivifies history—this has its attractions both for the teacher of history and for the teacher of literature.

The student who is fortunate enough to have his courses of study removed from their water-tight compartments through such books as this, will be all the better prepared to meet those life-situations in later years which arrive unsorted.

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New Departure Readers

THE UNIT-ACTIVITY READING SERIES. Pre-Primer, Primer, Grades I and II, with Teacher's Guide for the First Year. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

A sharp break with tradition is represented in this set of readers—"The Unit-Activity Reading Series," prepared by Nila B. Smith for use in modern schoolrooms.

Profusely pictured from cover to cover—these little volumes are likely to seem more like friends and companions to the young learner than like painful taskmasters. They treat of things which are in, or on the fringes of, the child's world—things about which he may already have a curiosity. The disclosing of useful knowledge on the basis of childish interest is done with the skill of the artist in teaching.

Take the book designed for the second grade for example. This is titled "Round About You." In a vocabulary of only 413 words, including repetition of every word used in the earlier books, the child is told of airplanes, of food, of life about them, of the North, of cotton, of frogs, toads, and turtles, and of holidays. These are the units — each comprising a cluster of stories.

The books are evidently consonant with the most advanced views of teaching aims and techniques for elementary pupils. Special guidebooks for the teacher using these texts are available to insure the maximum of value therefrom. But the values are inherent in the texts themselves.

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Italy Through Young Eyes

ROBIN AND JEAN IN ITALY. By Lawrence S. Williams. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Those who followed the adventures of Robin and Jean in England and in France, will welcome with delight this new set of experiences of that same brother and sister in Sicily and Italy.

With language and content suited to the child of ten to twelve, the story takes the characters through the most interesting places of that boot-shaped peninsula which has been and is so important a part of Europe.

Robin and Jean, traveling with their parents, encounter many strange customs; they meet Italian children; they have amusing experiences; and they pick up a large amount of information about the history, the geography, the art and architecture and the present circumstances of Italy.

Lively narrative awakening and maintaining interest in the story as a story, lends distinct merit to this handy reader; while a veritable mine of information about Italy and the Italians is uncovered in a manner to be easily grasped and remembered by the juvenile reader.

Robin and Jean's good times will be shared by all who walk beside them in imagination through the Italy of today and yesterday.

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The Ways of Wealth

MODERN ECONOMICS. By James F. Corbett and Minnie L. Herschkowitz, both of New Utrecht High School, Brooklyn, New York. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

No one who reads or studies this lively and interesting "Modern Economics" will remain ignorant of those wealth problems which continuously press for solution in America and elsewhere throughout the world.

Economics has here taken on flesh and blood. It has become a science of human relationships and human well being. The old formalism and dryness have been laid aside in favor of vital, everyday considerations.

While distinctly leaning away from the doctrines of *laissez faire* in the direction of a planned economy, the authors of this text for high school students are by no means arbitrary in their recommendations of specific plans. They deal calmly and critically with the Russian experiment and with fascism; pointing out many shortcomings in each and many features which render them unsuited to a land which values the individual man above the state or any one class within the state.

The text closes with a program of economic and social changes which are endorsed by certain economists of the more liberal and idealistic type. The student is advised to challenge and debate these proposals rather than to accept them on authority of specialists who, at best, are merely seekers of a better way and may not yet have found the right one.

Thus "Modern Economics" is a stimulating text, sure to awaken the intelligence of young persons to grapple with the riddles that have perplexed their elders.

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Fourfold Unfolding

THE RECORD OF AMERICA. By James Truslow Adams and Charles Garrett Vannest. New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

The history of this country becomes much more than a chronology of events in this volume, with its topical and philosophic treatment, its grouping of related occurrences, its clear analysis of much that has made the United States what it is today.

First of all, the authors belong to the class of truth-seeking historians. They prefer facts to fiction.

But they have the literary power to make fact fascinating. Any student or reader who is willing to think and to face reality in connection with his country's past, can enjoy this unfolding of the record.

It is a fourfold presentation, dealing not only with political but with social, economic, and cultural forces in the life of America.

Arrangement by units and chapters, with pointed pre-statements of aims and post-remarks and probings, makes for effectual learning and permanent retention of essentials.

The illustrations, some of them in color, are unusually well selected; the volume having a substantial appearance which destines it to a place in many a man's own library of cherished books.

The News Digest
OF EDUCATION

Scrap Curricula
Educator Cites Needs Of New Democracy

ROCHESTER, N. Y.—New curricula to fill the needs of social democracy must supplant the mere teaching of subjects, Dr. George M. Wiley, assistant state commissioner of education, recently told school administrators of the Central Western zone of the New York State Teachers Association. "Secondary schools today should be concerned with developing progressive material for developing social individuality," Dr. Wiley said. "Eventually the shallowness of mere formula will give way to pressure of a new realization of the power of a dynamic educational program, training boys and girls for purposeful living in a social democracy."

Massachusetts Checks Up on Employment of 1934 Graduates

BOSTON.—More than three-fourths of Massachusetts high school graduates of 1934 either found employment or had sufficient money to seek higher education, Dr. Payson Smith, Massachusetts Commissioner of Education, revealed recently. The survey showed 21.2 per cent were unemployed.

These figures were obtained through a state-wide study of the Commonwealth's 252 high schools to determine the status of the graduates who left high school during the period when job-getting was considered practically impossible.

Jerome Burtt, supervisor of education, who conducted the survey under the direction of Dr. Smith, declared that the results cannot be interpreted as indicating an upward or downward trend in the employment situation for high school graduates, inasmuch as the State has no comparable figures from other years by which to draw conclusions.

The state department conducted this year's survey in the belief that the information obtained would be of value socially and educationally to the various local communities. With such a survey as a basis, the local schools may develop a program which will open more employment to students and make wider the path to higher education for more students, Mr. Burtt declared.

P. T. A. Honored

SCHUYLKILL HAVEN, Pa.—The local Parent-Teacher Association has been honored by the National Congress of Parents and Teachers by the adoption nationally of the window card originated by the local P. T. A. as a means of indicating membership in every state of the Union of membership in a local unit. This action by the National Congress is especially fitting, it is reported, in that it recognizes the work of a P. T. A. unit that is the largest in membership in the State of Pennsylvania.

Helping Child
Dr. Myers Tells How To Help Handicapped

TERRE HAUTE, Ind.—The stuttering child, the lonely child, the child who isn't given an opportunity to talk for himself, and other children misunderstood by parents and teachers were discussed by Dr. Garry Myers, Cleveland educator and writer, in his talk on "Development of Personality in Children" here recently. The power of suggestion with the stuttering child, the necessity of calmness on the part of older people and in the child's surroundings, were stressed by the speaker. He also deplored the fact that children are punished for standing up in their own defence, and declared that humiliating a child before others is a dangerous thing. That children should be allowed to answer guests in the home; that they should be allowed to know that teachers and parents do not know everything, and also the necessity of teaching them to have regard for the rights of others were pointed out by the speaker. Dr. Myers spoke under the auspices of the local Association of Child Education.

State University Enrollments Are Up 8.3 per cent for Year

OXFORD, O. — Improvement in economic conditions in every section of the country is indicated by reports received from forty-four State universities and land grant colleges, showing an increase of 8.3 per cent in the total student enrollment this Fall over 1934, according to Dr. A. H. Upham, president of Miami University, Oxford, Ohio, and secretary of the National Association of State Universities.

The reporting institutions, representing all but four of the States having State universities or land grant colleges, showed a total enrollment of 175,898 in October of this year, as compared with 162,406 a year ago.

The largest percentage of gain in enrollment was in institutions in the Pacific Coast States, which reported an increase of 10 per cent. The second largest gain, 9.9 per cent, was in the West North Central States, comprising Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas, and the third largest, 9.6 per cent, in the East North Central States, comprising Ohio, Illinois, Indiana, Michigan, and Wisconsin.

Gains reported in other sections of the country were as follows:—

West South Central States, 8.6 per cent; East South Central States, 8.2 per cent; Mountain States, 8 per cent; South Atlantic States, 4.3 per cent; Middle Atlantic States, 3.7 per cent, and New England States, 2.1 per cent.

Lauds University
Held as Balance Wheel By Educator

WINTER PARK, Fla. — The university is "mankind's most remarkable instrument of social and economic control," said Dr. Robert L. Kelly, executive secretary of the Association of American Colleges, at a luncheon in observance of Hamilton Holt's tenth anniversary as president of Rollins College. "The university is the prime balance wheel, the thermostat, the governor of society," he said. "If in good running order, it works quietly, continuously, effectively. The university, or we may say the college—for at the heart of every university there is the college as the essential bulwark of liberty—the university is steadying the boat. In the face of threatened disaster, it serves the function of ballast. There are times, and I think this is one of them, when security, equilibrium, and sanity are our greatest needs."

Mexico's Socialistic Education Making Headway, Official Says

MEXICO, D. F. — Mexico's experiment in "socialistic education," opposed by church authorities and inaugurated somewhat disastrously last January, now seems to be winning support. School attendance, which by way of protest in the early months of 1935 dropped to 10 or 15 per cent of normal, is today not merely normal but twice as great as in 1930, according to Rafael Molina Betancourt, administrative director in the Ministry of Education.

In some of the larger cities, it is true, certain devout persons still refuse to send their children to the public schools, preferring to instruct them at home; but these, it is said, are a small minority. To all intents and purposes, the majority of the Mexican people has accepted the new educational program.

According to official reports more than 20,000 educational institutions now exist throughout Mexico, for a population of 15,000,000. Of these, some 7,000 are still under control of the various State governments, though committed to carrying out the Federal program. The other two-thirds are directly responsible to the Federal Ministry of Education. The total covers primary, secondary, and technical schools, universities, orphanages, and adult night schools, as well as a number of former private schools which have been permitted to reopen on condition that they submit to Federal inspection.

The basic task of the public schools of Mexico is to combat an illiteracy average of 57 per cent, largely in the country districts.

No less than 16 per cent of the Federal budget will be allotted for education under the Six-Year Plan, with the figures rising to at least 20 per cent in the last year.

Page Santa Claus

Mere School Board Cannot Meet Demands

CINCINNATI, O.—An attempt of a group, which styled itself "the Hamilton County Mothers' League," to have all children on relief refuse to go to school until demands are met, ended with a meeting attended by about 300 persons at which there was much talking but little action. Demands included new clothing for all children of the unemployed, adequate medical care, a quart of milk a day for each child, free hot lunches at school, free school supplies and free transportation for pupils who live at some distance. Chase M. Davies, president of the Board of Education, said that as far as he knew the league had no quarrel with the school board. "Their action probably is for the purpose of getting money from the government, the city, and the state," he said. "The Board of Education, according to law, is giving education free to all children. It has no funds nor is it enabled under the law to give the relief this group is asking."

Control Shifts

Fusion Party Now Dominates N. Y. Board

NEW YORK.—With the Democratic majority in the Board of Education shattered for the first time since 1918 through the death of Ralph R. McKee, Fusion members began to consider slashes in the pay of some high-salaried school bureau heads and administrators. Otherwise, as the nation's largest school system settled back to await the implications of Fusion rule, it became apparent that few major changes were in store. Extension of the merit principle in all appointments, elimination of bonuses to teachers and principals transferred to office duty at Board of Education Hall, changes in the system of "lump-sum" payments to custodians—these bulked largest on the immediate program fostered by one or another of the new majority. But there seemed little doubt that efforts to retrench at the expense of the schools or to strike from the statute books the laws that safeguard the salary schedules of school employes would encounter strong opposition, even if originating in the Mayor's office. Election of a new vice-president to succeed Mr. McKee will be one of the first problems confronting the majority.

Oath Compulsory

Pennsylvania Acts When Refusals Crop Up

PHILADELPHIA. — A series of refusals on the part of Pennsylvania pupils to salute and pledge allegiance to the flag has been called to the attention of the State Department of Justice, with the result that public school teachers now find it mandatory to administer the pledge. During recent weeks cases were reported in Canonsburg, in Erdley's School near Middleburg, in Minersville, and elsewhere, of both teachers and pupils declining to salute the flag. Some were members of a religious sect known as Jehovah's Witnesses, who denied allegiance to "any one but God." Dr. Lester K. Ade, Superintendent of Public Instruction, eventually sought a ruling from Attorney General Charles J. Margiotti, who asserted that Pennsylvania law required teachers and pupils to take the oath.

No Knitting

Clicking Needles Banned at Smith Lectures

NORTHAMPTON, Mass. — Smith College students must tend to their knitting elsewhere than in the lecture, concert, and assembly halls, President William Allen Neilson has announced. It seems the click of the needles not only disturbs the speaker or musicians, as the case may be, but also the non-knitting audience. President Neilson added the hope the rule, which was set up by the Smith College student government, also might apply to gum chewing.

2,133 New Schools Are Built With Help of Federal Millions

WASHINGTON. — The Public Works Administration has reported to Harold L. Ickes, Public Works Administrator, that school construction comprised more than half the 3,965 projects in its part of the work relief program.

The 2,133 new school buildings, which will receive $130,696,188 in the $330,000,000 new PWA program, recalled the New Deal's unprecedented subsidization of education, literature, and the arts from relief funds.

Half a million high school and college students will get part-time jobs this year from the National Youth Administration's $27,000,000 allotment, which may be increased to $50,000,000.

Last year 40,000 unemployed teachers were given jobs conducting classes in adult education attended by 2,000,000, from relief rolls and the general public. Similar activities are planned this year by the Works Progress Administration.

The Civilian Conservation Corps expects to provide vocational education for practically all of its 500,000 members.

The $130,000,000 PWA school program includes 2,038 secondary school buildings, seventy-one of colleges and universities, eleven of other educational institutions, and thirteen public libraries.

More than 500 schools already had been built under the old PWA while Harry L. Hopkins's FERA work program reported that it had repaired 30,188 secondary school buildings and 417 college buildings; built 1,856 school buildings and thirty-six college buildings.

Geography Teachers

Annual Meeting Late in December

ST. LOUIS, Mo.—The twenty-second annual meeting of the National Council of Geography Teachers will be held in the Hotel Chase, St. Louis, Friday and Saturday, December 27-28. There will be five sessions and a dinner. For Sunday, December 29, a field trip around St. Louis is scheduled. Arrangements for reduced railroad fares have been made. A national broadcast over the Columbia Broadcasting system will occur. Requests for programs and further information concerning the annual meeting may be addressed to Erna Grassmuck, chairman, educational relations committee, State Teachers College, Indiana, Pennsylvania.

Honors Course

Kenyon College Aids "Inquiring Mind"

GAMBIER, O.—Kenyon College has set up an "honors course" system designed to develop in the student a spirit of independent research and an "inquiring mind." Qualified students in the upper two classes are permitted to select a few subjects in their major field in which they do intensive reading. Each week a small group meets informally with a professor to discuss problems raised by the reading.

Eternal Vigilance

Judge Claims Pupils Ought to Know Conditions

BOSTON. — Visualizing American youth as potential Samuel Seaburys, Judge Ira Lloyd Letts, of Providence, R. I., flung a rather startling challenge to educators gathered in Gardner Auditorium in the State House recently in the final day of the New England Association of School Superintendents' meeting. Judge Letts challenged educators to put school children "wise to vile political organizations in their communities which exist not for service, but to plunder and pilfer." The people of the United States, he stated, if they wish to save their institutions, must educate youth to do an infinitely better job than has been done in the past in choosing leaders and selecting their policies. "Children," he urged, "ought to be shown the realistic examples of broken promises and foul political trickery."

Degree's Worth

College Diploma Held Valueless by N. Y. Dean

NEW YORK.—A college degree is virtually worthless today because universities have glorified mass education to the exent that individual students are neglected, Dean Carl W. Ackerman, of the Columbia Graduate School of Journalism, declared in his annual report. After examining the records of several hundred college graduates applying for admission to the Columbia School of Journalism, the report said, the authorities there were forced to establish other standards for admission than mere proficiency in studies. The fault, Dean Ackerman charged, lies in an educational system that has fostered "mass production of degrees and a corresponding decrease in the number of educated individuals."

NEA Broadcast

Sponsors Two Series Over National Hookup

WASHINGTON.—National Education Association broadcasters, under the direction of Belmont Farley, are presenting over a National Broadcasting Company nation-wide hookup, a lively drama every Wednesday, showing what schools are doing and why. On Saturday morning Florence Hale gives a practical talk on home and school problems for parents and teachers. Programs are on the air Wednesdays 7.30 to 7.45 p. m., and Saturdays 11.00 to 11.15 a.m., Eastern Standard time. Central Standard time, Rocky Mountain time, and Pacific Coast time broadcasts are one, two, and three hours earlier respectively.

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Among the Schools

San Diego Exposition Utilized As Huge Classroom for Students

SAN DIEGO, Calif. — Since the opening of the public schools the California Pacific International Exposition has been used as a huge classroom by 3,500 students from twenty-five southern California cities.

The "tuition" is a nickel and the course requires much legwork, but many of the students believe they can glean as much knowledge in a single day at the fair as can be got from staid books in months.

The idea of making the exposition a part of the students' curriculum was conceived by Vierling Kersey, California state superintendent of schools. "The actual visual educational opportunities offered as a supplement to textbook learning are unsurpassed in the many fields of scientific, artistic and civic relationships portrayed at the exposition," Mr. Kersey said.

The students' aptitude in taking advantage of the exposition as a textbook has more than justified Mr. Kersey's novel educational experiment.

Strangely, the hurdy-gurdy spirit of the Midway has failed to interest the students as much as the scientific and mechanical exhibits.

Mrs. Edna M. H. Davis, education administrator, is in charge of the visiting classes of the fair.

Safety Patrol

SOUTH ST. PAUL, Minn.—Members of the school police patrol assembled at the high school recently to consider ways and means of making their efforts to avoid traffic accidents to pupils in public and parochial schools of the city more effective. Superintendent I. T. Simley, Police Chief Ed. McAlpine, and Officer Fuller discussed their problems with boys and it was decided to begin the morning patrol at the specified crossings near the various schools earlier than heretofore. Parents were urged to time the departure of their children from home so as to arrive at these crossings when the school police are on duty and to make sure that the children go to and from school by way of the specified crossings where the patrol provides protection. It is hoped by this co-operation to keep South St. Paul's record free from accidents to school children.

Federal Aid

Cambridge Joins Cities Allowing Student Pay

CAMBRIDGE, Mass. — Superintendent Michael E. Fitzgerald, of the Cambridge schools, who declined to co-operate with the National Youth Administration until he determined what effect it had on his city's welfare department, has announced his finding by agreeing to submit the names of forty Cambridge high school students who he believed deserved federal assistance. It was announced by the Massachusetts branch of the administration that 956 high school students in this state were receiving assistance and that 2,000 probably would be on the rolls before long. The boys are supposed to do some odd jobs around the school, but it was admitted recently few were working. The students receive $3 to $6 per month.

On Radio

Pupils and Teachers Present Programs

KANSAS CITY, Mo.—Every Tuesday evening local public schools present a radio program that includes an address by some staff member or school official, in order to acquaint the people of the city with the work of the schools and the needs of the schools. In order to acquaint citizens of Kansas City with the work done by the pupils in their regular school sessions an additional program of music or public speaking by pupils of the public schools is put on the air.

Last School Closed

NORTH ANDOVER, Mass. — The last of this town's "little red schoolhouses" will be eliminated from service January 1. The Farnham School, on Turnpike street, which has been in use for more than half a century, will be sold by the town and the pupils will be taken by motorbus to the more modern buildings in the centre of town. North Andover at one time had a number of rural schools. One by one they were closed as motor transportation enabled the pupils to travel to the centre. The Farnham School held out the longest, with its dozen pupils, but this, too, will pass out with the start of the Christmas vacation. Like most of the other rural schools, it will probably be turned into a tea room, since it is on the main highway between Salem and Lawrence. Only a year ago it lost one of its most distinguishing marks—its red coat of paint—when a more modern school committee ordered it painted white.

No Diploma

High School Students Must Swear Allegiance

NEW YORK.—High school students in New York City must swear loyalty to the United States Constitution and the federal and state governments before they receive their diplomas. This ruling came from the Board of Education, which made it clear that any student refusing to take the oath will be denied a diploma.

Face Lockup

Non-Saluters Charged With Incorrigibility

WASHINGTON, Pa.—Five Canonsburg, Pa., school children face the possibility of commitment to state penal institutions on charges of incorrigibility because they would not salute the American flag. Charges against the children were filed by the Canonsburg School Board. The five are members of the religious faith, Jehovah's Witnesses. Grace Esten, sister of one of the children involved, was dismissed from her post as teacher in one Canonsburg school for her refusal, on identical religious grounds, to lead the class in flag salute exercises.

Non-Saluter

Veteran Lynn Teacher Ignores Flag Mandate

LYNN, Mass.—For forty-one years Miss Cora M. Foster has been teaching in the Lynn public schools. Miss Foster found that saluting the American flag was against the precepts of her religion, Jehovah's Witnesses. So she refused to join her pupils in the salute and as a result her case was reported to the school committee by Superintendent Harvey S. Gruver. Lynn, it will be remembered, was the cradle of the flag protesting movement, now several weeks old. Nine school children have so far been expelled for refusing to salute the flag.

Teachers Help

Newton Group High In Charity Contributions

NEWTON, Mass. — Newton school teachers have contributed an average of $11.03 to the Newton community chest, it was announced at the community chest headquarters. This is a new record for contributions by municipal groups in the state. Last year Springfield teachers made a record average donation of $10.17 each. Julius E. Warren, superintendent of schools of Newton, was in charge of the teachers' section of the municipal campaign.

Ban Upheld

Revere Board Won't Hire Married Teacher

REVERE, Mass.—The Revere School Committee recently rejected by a vote of 5-1 the petition of Mrs. Clara Pasquale Rinaldo for reinstatement as a teacher in the Revere schools. She was dismissed in September by the committee because of her marriage in June. The committee sustained its earlier dismissal and James G. Mulligan, attorney for Mrs. Rinaldo, announced that he would take the case before the supreme court. Mrs. Rinaldo is the wife of Patrick Rinaldo, a substitute teacher in the Revere High School.

St. Louis Notes

ST. LOUIS, Mo.—Bids for $75,000 worth of construction work, including the plumbing installation in the new Southwest High School, were approved by the Board of Education at a recent meeting. The board had rejected all bids for the plumbing work at a prior meeting because the bids were considered excessive. The new bids ranged 25 per cent lower. Dr. D. C. Todd reintroduced a resolution calling on the board to rescind an old rule of the board prohibiting employes of the instruction department from joining labor unions and providing for the dismissal of those in service who joined such groups. Dr. Todd had offered the resolution at a previous meeting, but later withdrew it at the request of Richard Murphy, who asked that a test case be brought in court to determine the question. Dr. Todd in reintroducing the matter said he had learned no court action would be brought. The matter was referred to the Instruction Committee. Letters approving the collection of a fund to reimburse children for money lost in closed banks were received from several organizations.

Meet These Contributors

CHARLES A. RICE, superintendent at Portland, Oregon, who describes the schools of his city in this issue, has had thirty-two years of experience as an educational executive in the State of Oregon, twenty-eight of these years in Portland, where he has been superintendent since 1925. He has been president of the Oregon State Teachers' Association, the Oregon State Sunday School Association, and the National Society for the Study of Platoon Schools. He is the author of the Oregon Supplement to the Frye-Atwood Geography, and the Hughes Elementary Community Civics.

LEWIS H. CHRISMAN (*"The Blight of the Academic,"* page 529) has been professor of English Literature in West Virginia Wesleyan College for the past fifteen years. During that time he has taught for several summer terms in West Virginia University and has been a special lecturer in Drew University and Garrett Biblical Institute. Dr. Chrisman has done considerable writing. He has five books to his credit, the most recent of which, *Ten Minute Sermons,* was published this fall.

W. C. McGINNIS (*"Dealing With Teacher Absences,"* page 531) has had a wide and varied teaching and administrative experience in Vermont, Massachusetts, and New Jersey.

Dr. McGinnis was the youngest man ever to serve as a member of the State Board of Education of Vermont. He was superintendent in Revere, Massachusetts, before going to Perth Amboy, New Jersey, in 1929.

MILDRED A. DAWSON (*"Report Cards Without 'Marks,'"* page 532) is assistant professor of elementary education and director of the Elementary Training School at the University of Wyoming. She has been granted sabbatical leave so that she may complete her work for a doctorate at New York University.

In 1933 Miss Dawson directed the writing of the language-grammar course of study for the state of Wyoming.

CLARENCE H. DEMPSEY, superintendent, Arlington, Massachusetts, (*"A Brief for Home Study,"* page 534) has long been a student and director of educational practices and speaks from extensive practical experience.

His service record includes teaching in grades and high school, supervision for over twenty-five years in Rhode Island, Vermont, and Massachusetts towns and cities, instruction and lecturing at summer schools and conventions throughout New England and eleven years as Commissioner of Education in Vermont.

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Personal Mention

Snow Honored

BOSTON.—At a recent meeting of the Boston School Committee it was voted to bestow the title of "assistant superintendent emeritus" upon William B. Snow, former assistant superintendent of the Boston school system, who retired at the end of the last term.

Inez Damon Retires

LOWELL, Mass. — Announcement has been made here of the resignation of Inez Field Damon, for the past sixteen years head of the department of music at Lowell State Teachers' College. The announcement was made by James Dugan, president of the college. Miss Damon retires on December 1 and is succeeded by Grace Pierce, who has been in charge of music in the public schools of Arlington.

"Gus" Honored

BOSTON. — In memory of "Gus," janitor and handy man at Boston University's college of practical arts and letters for twelve years, and friend of hundreds of girl students, the college girls are raising funds for a plaque to bear his name and to be placed in the halls which he so frequently patrolled. As a further honor, a fresh rose will be placed before the plaque daily to keep his memory ever present in the minds of students. "Gus," whose formal name was Gustave Johnson, had the knack of making useful objects from discarded odds and ends. The college dramatic club was his special care. The day before college registration opened, this fall, "Gus" had a heart attack and never recovered. He was fifty-six years old and was born in Sweden.

Mrs. Lindlof Retires

NEW YORK. — Mrs. Johanna M. Lindlof, president of the Kindergarten 6B Teachers' Association, has announced that she will retire in February after thirty-five years of teaching. Despite her long service, Mrs. Lindlof said that she was far from tired and was only beginning to do some real work. "I think I can do so much more good outside of the classroom," she remarked. "My talents can be better utilized for public service, for education, and especially for the problems of teachers." For ten years Mrs. Lindlof has been a leader in the fight for better pay for teachers.

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John—"I don't like it at all. It's just another move to displace men with machinery."

• •

Fresh Grocer

Customer—"Are those eggs strictly fresh?"

Grocer (to his clerk)—"Feel of those eggs, George, and see if they're cool enough to sell yet."

• •

Appeal to Pride

She began to suspect that the Great White Father in Washington had failed her. Her check for the month hadn't come through, and she could think of just one thing to do about it. She took her pen in hand and appealed to her social worker to let the Governor and the President know about her plight.

"My man's overcoat," she informed them, "is a disgrace to the Democratic Party. And his shoes are no better."

• •

Hard Luck

Little Rollo was looking at a picture of the martyrs being thrown to the lions. His aunt was telling him all about it in a very solemn effort to impress him with the terror and horror of it all.

"Oh, Auntie!" little Rollo was heard to exclaim, "just look at that poor little lion, 'way behind the others—he won't get any!"

• •

Hopeless

A shy young curate was seated at dinner next to a duchess "I'm sorry," she said to him, "but I didn't quite catch your name."

"Jinks, your grace," said the curate.

"Just a little louder, please."

"Jinks, your grace."

"I'm very sorry. Will you say it again?"

"Jinks, your grace," the curate almost shouted.

The duchess gave up in despair. "It sounds to me just like 'Jinks,'" she said.

• •

Spring and Fall

An Irishman who had been in Alaska told the following story:—

"I landed me boat on an island. I went ashore and when I got up to about the middle of the island I met the biggest bear I ever see in me life.

"There was one tree on the island and I made for that tree. The nearest limb was a big one which was about twenty feet from the ground, and I jumped for it."

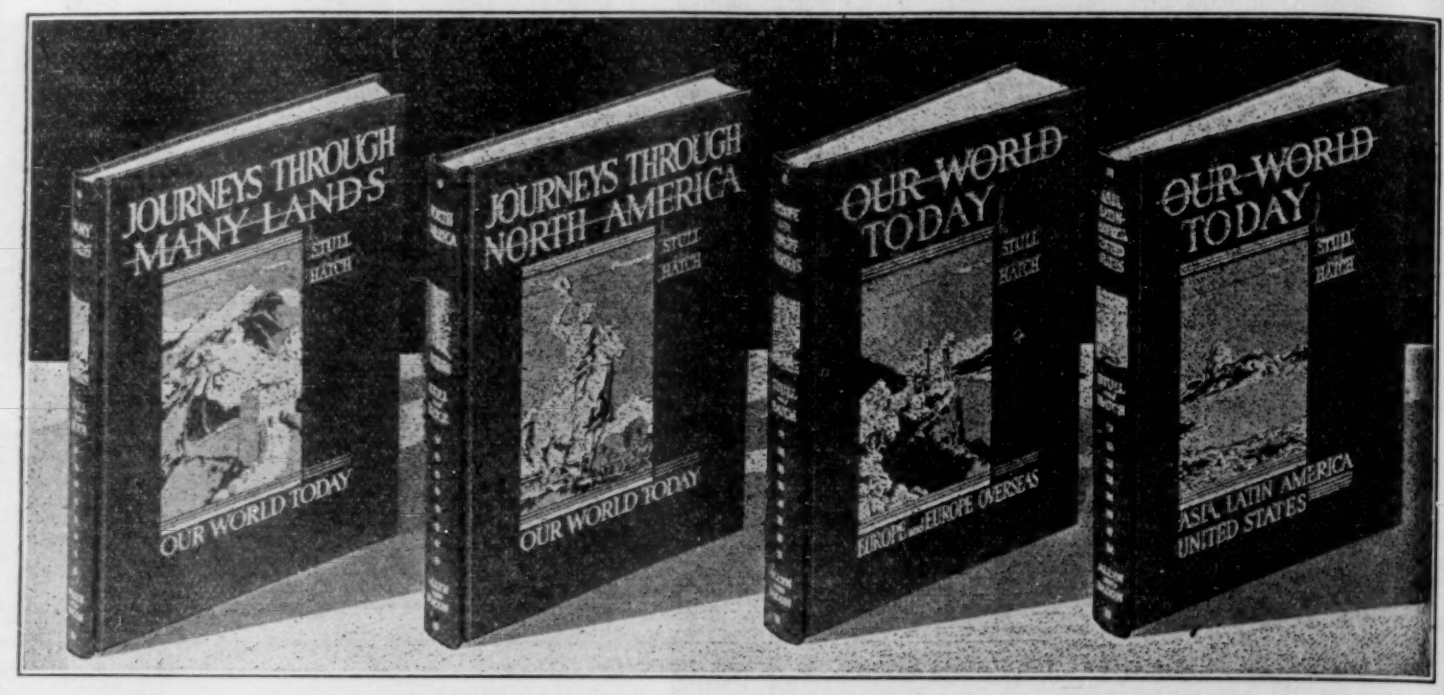
Somebody listening to the story said: "Did you make it?"

The Irishman replied: "I didn't make it going up, but I caught it coming down."

• •

Gotta Flunk

Can't study in the fall—
Gotta play football;
Can't study in the winter—
Gotta play basketball;
Can't study in the spring—
Gotta run track;
Can't study in the summer—
Gotta girl.



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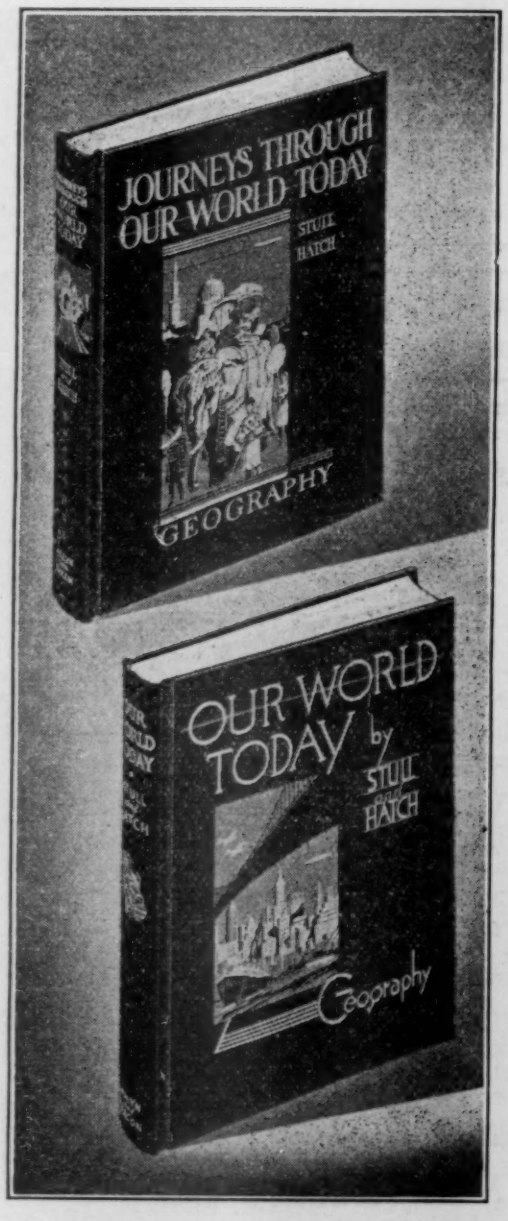

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